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ABSTRACT

This paper reviews the literature on campus climate as it relates to gaps in participation rates and attainment levels among White, African American, and Latino students. The paper cites reports noting that a large number of African American students perceive racism as a problem on campus, and that a majority perceive themselves to be potential targets of discrimination. It reviews legislation in passed in California to improve campus climate, and examines studies of predominately white institutions that have developed innovative programs to address the problem. The report also examines research studies that provide contexts for inclusion; these focus, for example, on peer groups, student activities that improve racial attitudes, and how perceptions of discrimination have a negative effect on students' grades. Another section in the paper examines many innovative strategies to improve the racial climate, citing papers by Tinto and Sedlacek among others, as well as programs developed by various universities throughout the United States. Still another section cites papers that examine the role of academic institutions and states in building and maintaining a welcoming campus atmosphere. (Contains 61 references.) (CH)

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Selected Innovations in Higher Education Designed to Enhance the Racial Climate for Students of Color in Predominately White Colleges and Universities

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REVIEW OF THE PROBLEM

Campus climate is often defined as the current perceptions, attitudes, and expectations that define the institution and its members (Peterson and Spencer, 1990). According to Green (1989):

> Campus climate embraces the culture, habits, decisions, practices and policies that make up campus life. It is the sum total of the daily environment, and central to the "comfort factor" that minority students, faculty, staff, and administrators experience on campus. Students and other members of the campus community who feel unwelcome or alienated from the mainstream of campus life are unlikely to remain. If they do remain, that are unlikely to be successful" (p. 113).

By the year 2010, nearly a quarter of the population under the age of 19 will be persons of color (Carter and Wilson, 1993). Although college enrollments have been increasing, the gaps in the participation rate and attainment levels among White, African American and Latino students have widened in the past decade (Carter and Wilson, 1996). Furthermore, the growth of enrollment for African American, Latino, and Native American students have been most prevalent in two-year colleges where entering students are less likely to pursue a four-year degree (Bernstein and Eaton, 1994; Gregory, 1995).

According to the Boyer report (1990), two-thirds of presidents at research and doctoral institutions cited "racial tensions and hostility" as problems on their campuses. Among 3,119 student attending eight Ivy League institutions, 73 percent of all respondents and 81 percent of African Americans perceived racism as a problem on campus (Ivy League, 1993). At the University of Maryland, Baltimore County, nearly one-fifth of all students of color reported they had suffered ethnoviolence (psychological in the form of verbal abuse) on campus, often repeatedly. One-third reported their interpersonal relations had been "seriously affected" and the majority perceived themselves to be potential targets of discrimination (Ehrlich, 1988).

Institutions across the country are seeking guidance in understanding and improving the academic climate for the increasing numbers of faculty and students of color. In the past two decades, institutions have begun to take a serious look at how to improve campus climate through various diversity efforts and other institutional initiatives (Gregory and Horton, 1994). At the national level, diversity has been emphasized through new policies from professional

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associations and the states, revised standards from accrediting agencies, and comprehensive goals of national task forces.

In the 1987-88 session of the California legislature, two bills were passed to improve the campus climate. Assembly Current Resolution Number 126 called for the University of California System and the California State System to "develop and implement programs and policies as are necessary to identify and correct any existing behaviors, practices, and policies which result in differential treatment among students." Furthermore, the institutions were asked to consider implementing, "programs designed the raise the awareness and sensitivity of students, faculty, staff, and administrators to questions of educational equity generally, and differential treatment in particular." In addition, the Assembly Bill 4071 required the California Postsecondary Education Commission "to develop an assessment of the feasibility and present possible options for identifying and addressing educational equity" in all pubic higher education institutions in the State of California. In contrast, the Massachusetts Board of Regents took a different approach by giving the University of Massachusetts, Amherst two grants totaling $74,000.00 for "enhancing racial and cultural diversity in the undergraduate curriculum and assisting the university in its efforts to respond to the needs of students of color (Marcus, 1990).

Predominately White institutions have a legacy of exclusion and limited access (Thelin, 1985) for students of color. Although this legacy has been a tremendous challenge, some predominately White institutions have found success. By accepting responsibility and creating conducive environments for everyone on campus institutions can develop a comprehensive set of innovative programs to enhance the academic climate for persons of color (Peterson et. al., 1978; Richardson and Skinner, 1991).

According to Anderson (1988), few predominately White institutions have been successful in retaining students of color for two major reasons. First, the development of retention programs are based on "Anglo-European notions about cognitive functioning, learning and achievement," and second, the failure of these programs to "identify the cognitive assets and learning preferences of students of color" (p. 4).

Hurtado and her colleagues (1999) have argued that campus climate can best be examined by looking at the impact of structural diversity (number of underrepresented students), psychological climate (prejudice), and behavioral dimensions (relations among students and faculty pedagogy). Research suggests that increasing the numbers of racial and ethnic students can significantly enhance the professional, personal, and academic experiences for the entire campus community. Hurtado (1990) found that poor racial climates were more likely at large institutions, public universities, and colleges with high expenditures for instructional services. As we witnessed in the campus protests of the 1970s, this effort alone can create additional conflict (Astin et. al., 1975), as well as a catalyst for institutional reflection and change (Gregory, 1999).

A CONTEXT FOR INCLUSION

According to Astin (1993), the effects of peer groups can be best understood from a psychological and sociological perspective. Psychologically, peers groups are "a collection of individuals with whom the individual identifies and affiliates and from whom the individual seeks acceptance or approval" (p. 400). Sociologically, peer groups can be "any group of individuals in which the members identify, affiliate with, and seek acceptance and approval from each other" (p. 401). Newcomb (1966) asserts that there are four key conditions that help to determine the influence of peer groups: size, homogeneity, and isolation of the group as well as the importance to individuals of group-supported attitudes. In general, Newcomb argues that smaller groups have stronger effects on individuals because it can insulate members from dominant group norms. Homogeneous groups, such as those of the same gender, race, or social background, are likely to share similar attitudes and ideas. The greater the importance placed on groups attitudes, the greater the solidarity of the group.

In general, research supports the notion that structured, intensive forms of contact among student are important for improving racial attitudes (Hurtado, 1990; Milem, 1992; Pascarella and Nora, 1996). Some of these activities might include: social affairs, discussion groups, and racial awareness workshops composed of students from various racial and ethnic groups, enrolling in an ethnic studies course, or participating in a campus demonstration. These types of activities are important because diverse student involvement during college is positively related to a student's willingness to promote racial understanding through contact with students who are different from themselves (Milem, 1992). Membership in a fraternity or sorority, however, was negatively related to an increased commitment to diversity (Hurtado, 1990). In cases such as these, specific curricular and co-curricular activities can be initiated on campus to enhance students understanding of diversity and hence, encourage changes in attitude. It is clear from this research that peer group activities on campus can both enhance or hinder a change in an individual member's attitude towards racial and ethnic diversity.

Several studies (Nettles, 1988; Smedley, Myers, and Harrell, 1993) indicate that a student's perception of discrimination can have a significant negative effect on students' grades. Freshman students were most likely to have reported feeling alienated or treated differently in the classroom (Cabrera and Nora, 1994). Perhaps this is the case because many freshman of color are inexperienced and impressionable, and have not often been accustomed to being in an academic setting where they are in the minority. Chickering (1969) has maintained that "a student's most important teacher is another student" (p. 253), which amplifies the importance of peer interactions and its impact on student development. Upper level undergraduates may be more seasoned and better able to develop successful coping strategies to deal with discrimination and prejudice on campus (Gregory, 1995). In a study of upper division undergraduate students, the researchers found that understanding and having the ability to deal with racism had a positive effect on retention (Tracey and Sedlacek, 1985). These findings and others indicate that

the first step institutions should take to improve the academic climate on campus is to simply provide a welcoming, accepting, and nurturing environment for students and provide appropriate services to ensure students have a satisfying undergraduate experience (Hurtado, 1999).

A cadre of scholars have documented the fact that student involvement on campus is key to the academic success of undergraduate students (Astin, 1993; Kuh et. al, 1991; Tinto, 1987). Institutions that promote student involvement tend to foster high academic expectations for student performance and have a strong commitment to diversity (Kuh et. al., 1991). The need for social supports on campus appear to be greatest for African American students on predominately White campuses (Jackson and Swan, 1991). They further found that the more involved African American males were on campus, the better they performed academically. African American students who participated in organizations on the campuses of predominately White institutions were less likely to report thinking about dropping out of school and were more likely to report being satisfied on campus (Davis, 1991). This participation in organizations served as a buffer to deal with academic pressures, decrease stress (Smedley et. al., 1993), and increase satisfaction of campus life (Davis, 1991).

In the classroom, students are perhaps most vulnerable. Numerous studies (Sandler and Hall, 1982; Sedlacek and Brooks, 1976) have indicated that faculty behaviors, particularly on predominately White campuses, can have a negative effect on student learning experiences and self-esteem. In a 1987 study, Sedlacek found that faculty on predominately White campuses were less likely to provide African American students with consistent reinforcement compared with White students. Furthermore, these African American students reported feeling directly prejudiced by White faculty.

According to Boyer (1990), the classroom is where a sense of community begins. Boyer states:

> "It is in the classroom where social and intellectual bonding is likely to occur. For commuter students, this is the primary point of campus contact... The classroom can be an oasis of social and emotional support in the often hectic lives of older students" (p. 53).

In Chang's 1996 study of 300 campuses, racially-mixed student populations were found to have positive effects on retention, overall college satisfaction, college grade point average, and intellectual and social self-confidence. Several researchers have documented success in teaching and learning. Astin (1993) found that when faculty emphasize diversity in courses, students reported racial understanding and overall satisfaction with the college. Another study found that students whose professors included racial and ethnic materials in their courses reported higher levels of satisfaction with their college experience (Vallalpando, 1994).

Other studies have begun to look at ways faculty can create a more supportive atmosphere in the classroom (Sedlacek, 1987). When faculty proactively promote interaction across racial and ethnic boundaries, African American students have reported higher GPAs and faculty have reported higher levels of satisfaction (Nettles, 1991). Faculty behaviors and attitudes are crucial because they are

responsible for imparting knowledge to students that can either reinforce or dismantle racist attitudes towards diverse students. Faculty must do all they can to foster a sense of belonging, acceptance, and genuine caring, which has been shown to have a significant, positive impact on student performance (Haniff, 1991). The attitudes and values of faculty are reflected in what they do and those values influence the values and attitudes of their students.

INNOVATIVE STRATEGIES TO IMPROVE RACIAL CLIMATE

Research indicates that providing opportunities for quality learning, interaction among diverse groups, and strong leadership in support of a truly inclusive environment, can enhance racial climate (Hurtado et. al, 1999), improve student learning outcomes (Gilliard, 1996), and retain diverse faculty (Green, 1989; Gregory, 1999). Several scholars have identified some of these strategies to improve the racial climate on predominately White and other campuses (Gilliard, 1996; Hurtado, 1999; Sedlacek, 1995; Tinto, 1997).

Tinto (1997) has argued that one approach to overcoming the problem of racial tensions on campus is building learning communities in the classroom. His studies indicated that using practices that bring students together and providing a means of communication and interaction, can help create an environment where learning is enhanced and acceptance of differences is cultivated. According to Tinto, the classroom is critical in promoting the academic and social integration of students and that the positive attitudes and relationships students develop, will build on student interactions outside the classroom. Similarly, Vogt (1997) recommended using cooperative learning as a means of furthering the growth of tolerance in the classroom.

Gilliard's (1996) research on African American and White students experiences on predominately White campuses suggested that African American students look to college administrators to define the institutions racial climate, and that student perceptions of a racially inhospitable environment may negatively impact the success of all students. Therefore, academic administrators must take the lead in promoting and valuing racial and ethnic diversity.

In a study sponsored by the Lilly Endowment, Sedlacek (1995) offered various strategies to improve racial and ethnic diversity and campus climate in three categories. In the area of curriculum revision, he found that colleges had the most success with single courses for all students, making changes in specific courses, and bringing people in from off-campus to teach courses. Failures tended to come from poor assessment of the readiness of faculty to change, the time needed to change, stigmatization of students in courses, and expecting changes to occur without expensive preparation. Sedlacek (1995) also made several observations and recommendations with regard to co-curricular changes. His findings indicated that single event programs that involved many elements of the campus and larger off-campus community were most successful. Offices responsible for diversity initiatives worked best in a decentralized consulting capacity with a coordinator trained in diversity issues and group consultation.

Most schools, he argued, struggled with approaches to hiring faculty and staff from nontraditional racial and cultural groups. Programs based in the arts were usually very effective. Though well intended, programs that were not well planned sometimes had negative consequences for the campus climate. Finally, diversity training focused on certain audiences rather than general training for everyone.

Based on a review of the literature, Hurtado and her colleagues (1999) compiled and recommend five strategies to improve the racial climate for students on predominately White campuses. They included: 1) creating collaborative and cooperative learning environments where students' learning and interaction among diverse groups can be enhanced, 2) increasing students' interaction with faculty outside of class by incorporating students in research and teaching activities, 3) initiating curricular and co-curricular activities that increase dialogue and build bridges across communities of difference, 4) creating a student-centered orientation among faculty and staff, and 5) including diverse students in activities to increase students' involvement in campus life as well as ensure that programming for diversity involves support services and coordinated activities for students of color. Some activities that would foster awareness, understanding, and acceptance of differences might include study groups, group projects, collaborative learning experiences, role-playing, skits, dialogue groups and training classes. Once racial barriers can be broken down, students can begin to create new insights and build coalitions towards a common goal of inclusion.

Institutions around the country have been seeking creative ways to address the need to improve the academic climate on campus. The following are a list of eleven institutions that have been successful in developing innovative programs to enhance the racial climate for students, faculty and staff on their perspective campuses.

Miami-Dade Community College (MDCC) serves over 65,000 persons each year and enrolls the largest numbers of Latino and foreign students in the country. The colleges greatest strength as well as its greatest weakness, lies in its diversity. In 1975, MDCC began a three-year study of its general education requirements and found that attention needed to be focused on the teaching and learning relationship. In 1986, they initiated a comprehensive, multi-year Teaching/Learning Project that stated as one of its values, to provide services to a diverse student body. To enhance student diversity, MDCC initiated several recruitment, retention, and student transfer programs to reduce barriers to access, matriculation, and graduation. The Reach-Out Program matched funds from the state to provide scholarships to promising, disadvantaged high school students of color. The Black Student Opportunity Program was essentially a recruitment and retention program that also encouraged students to transfer to a four-year college to continue their degree. The Urban Community College Transfer Opportunity Program also facilitated the transfer of students of color to postsecondary education. Two other MDCC programs, the Comprehensive Opportunity to Pursue Excellence and the Challenge Center, also offered an array of programs to retain students.

In 1982 when Boston State College closed its doors, the University of Massachusetts, Boston renewed their effort to recruit and retain students of color. Some of the initiatives included: 1) the Development Studies Program (summer academic program for inner-city youth) which was later increased by 50 percent, 2) the Urban Scholars and Another Approach to College programs for promising middle and high school students which was increased to accommodate more than 250 students, and 3) creation of the Institution for the Study of Black Culture called the William Monroe Trotter Institute. Although retention and graduation rates of students of color still need to improve, institutional data recently indicated that students of color persisted at nearly the same rate as White students during the first semester of attendance. The University of Massachusetts, Boston offered four lesson for creating a plan of action: 1) leadership must come directly from the chief executive officer, 2) external leadership should complement internal activity, 3) extra energy and additional funding and resources need to be provided to continue the efforts, and 4) nontraditional methods must be incorporated in admissions evaluation.

At the University of California, Los Angeles (UCLA), half of the undergraduates are students of color and UCLA is now one of the most ethnically diverse research institutions in the country. In 1987, Chancellor Charles Young reasserted his commitment to diversity by holding a two and one-half day conference on diversity that was attended by over 150 faculty, students, and administrators. Chancellor Young also created a Council on Diversity composed of 25 faculty, students, and administrators to create a short-term and long-term agenda to enhance the campus climate. He also established the Conflict Resolution Program in response to the need to rid the institution of past exclusionary practices and to adopt more proactive goals to achieve desegregation.

In 1988 when student activism and racial tensions on campus were at an all time high, the University of Michigan created a program called the Intergroup Relations, Conflict and Community (IGRCC). The program provided students with the academic background and social experience skills necessary to achieve the goals of the program, which were to increase students understanding of deeply rooted intergroup conflicts and to advance their skills in addressing issues related to conflict and community. The four primary learning activities of the program included: academic courses and first-year seminars, intergroup dialogue, student leadership development and staff training, and workshops for student organizations.

Also in 1988, the University of Wisconsin (UW) Board of Regents approved a 10-year system-wide diversity plan, called Design for Diversity, which served to increase the participation of students, faculty, and staff of color. The primary goal of the plan was to create a multicultural teaching and learning environment that effectively prepared students to successfully live and function in a pluralistic society. The seven key goals included: recognizing the need to eliminate the under-representation of minority and economically disadvantaged persons at UW, educating all students for an increasingly multicultural society, improving recruitment and retention processes, improving evaluation efforts, removing

financial barriers for students, increasing the number of faculty and staff of color, and establishing effective partnerships with the public schools, state government, the community, and the private sector. The design called for a 100 percent increase in the number of ethnically and racially diverse students on campus. Between the years 1988 and 1993, the University of Wisconsin System attained slightly more than 80 percent of its goal for yearly student enrollment.

In 1991, the University of Maryland established Diversity Blueprint, which linked its diversity and educational missions with a comprehensive campus-wide planning effort to create institutional and programmatic diversity goals. The Blueprint emphasized five planning principals, including: accountability, inclusiveness, shared responsibility, evaluation, and institutionalization. The Blueprint served as a planning resource for all members of the campus community. The five institutional planning priorities were leadership and systematic change; recruitment, retention, and affirmative action; curriculum transformation; campus-community connections; and faculty, staff and student involvement.

In 1997, Arizona State University opened the Intergroup Relations Center whose primary mission was to promote positive group relations among students, staff, and faculty, and improve the campus climate for diversity. Activities were designed to provide students, staff and faculty with practical skills and strategies, and included bi-directional, multidimensional, inclusive, and interactive activities. Training concepts included ingroup-outgroup dynamics, personal identity, social identity, social identity development, categorization, stereotyping, management of intergroup conflict and tension, and cross-cultural communication.

Mount St. Mary's College is a Catholic liberal arts institution primarily for women in West Los Angeles, California. With over 98 percent of the student body being first-generation college students and more than a half of Hispanic origin or from families living at or below the poverty level, the College initiated eleven strategies to help students succeed. They included: 1) considering the admission of students whose GPA was slightly below 2.0, if they showed potential for success in college, 2) requiring skills classes and a summer skills program, 3) a semester-long extended orientation course, 4) supplemental academic services in the Learning Resource Center in conjunction with the Freshman English course, 5) an early warning system, 6) increasing the capacity of the residence halls by nearly six-fold, 7) encouraging courses of strength from the baccalaureate level, 8) career counseling and internships, 9) outreach to the community, 10) English as a Second Language (ESL) Program, and 11) cultural awareness programs and initiatives.

Ohio State University, in collaboration with the University of North Carolina and the University of Washington Law School, developed the Diversity Discussion Workbook. The book included vignettes, sample scripts, creative writing to explore diversity, tips for discussion leaders, and a bibliography. The format was designed to promote open discussion and questions to help initiate curricular and co-curricular activities that increase dialogue.

Carnegie Mellon University developed and implemented CD-ROM materials after receiving a grant from the Fund on Improvement in Postsecondary

Education (FIPSE) that teaches college students to resolve conflict and interact with other from diverse backgrounds. This interactive multimedia package helps to address cultural diversity by facilitating more widespread teaching of conflict resolution skills.

Vanderbilt University also created a diversity tool after receiving grant funding from FIPSE. The Diversity Opportunity Tool (DOT) was a computer-based, interactive videodisc designed to deal with two major sources of tension and conflict among racially and ethnically diverse groups: inappropriate behavior based on ignorance and ineptitude, and behaviors that are racist in origin and are manifest because members do not understand what behaviors the culture of the institution will sanction. The tool was generally used to change the behavior of individuals and to manifest institutional norms of acceptance of all campus community members.

The common thread among these programs is the belief that institutions must engage the entire campus community in stimulating and meaningful dialogue to change negative perceptions and attitudes. This has been illustrated in numerous ways through student, faculty and staff-centered activities. Combined with commitment and leadership at all levels, institutions applying these strategies will be more likely to successfully improve the climate for all members of the campus community.

THE ROLE OF ACADEMIC INSTITUTIONS AND THE STATES

Numerous scholars have identified strategies institutions can take to build and maintain a welcoming campus atmosphere. Institutions can begin developing a warm campus climate by creating or revisiting policies about diversity and developing a long-range strategic plan to improve the overall climate for all members of the campus community. Some states have already begun to establish statewide goals and many accrediting bodies have revised standards to include not just diversity among members, but diversity of ideas about the purpose of learning and the value of diverse perspectives at all levels.

In a study of 10 predominately White institutions, Crosson (1987) found six common characteristics among those that were successful in improving degree attainment of students of color. They included: 1) strong program to help students with academic preparation, 2) pre-college programs with elementary and secondary school, 3) emphasized multicultural environments, 4) proactive approached to financial aid, 5) opportunities for on-campus housing, and 6) institutional commitment towards support programs for students of color.

Callan (1988) identified eight strategies many states have implemented to improve academic climate. They included: outreach programs for schools, recruitment and retention programs for graduate and professional schools, the development of comprehensive academic services, pre-college preparatory programs, need-based financial aid, faculty and administrator development programs, benchmarking and monitoring academic achievement, and articulating programs for transfer students to improve matriculation from community colleges.

Green (1989) cited thirteen general strategies for improving campus climate, including: 1) recognizing climate as an issue, 2) recognizing that the issue belongs to everyone on campus, 3) providing educational training, 4) involving students, 5) keeping an eye on the classroom, 6) 'putting your money where you mouth is' 7) paying attention to symbols, 8) building a critical mass on campus of persons of color, 9) cultivating pluralism in cultural and extracurricular activities, 10) establishing a policy concerning bias and bias incidents, 11) developing a mechanism for reporting prejudice-motivated incidents, 12) establishing a sound grievance procedure, and 13) establishing a mechanism for dispute resolution.

In 1990, the National Task Force for Minority Achievement in Higher Education published, *Achieving Campus Diversity: Policies for Change*. In this document, they provided six recommendations for improving undergraduate teaching and learning to address systemic reform to address diversity in the core mission of institutions. The directives included: 1) funding basic skills assessments and programs that help students correct deficiencies, 2) requiring colleges and universities to use student assessment as a means to improve teaching and learning, 3) making teaching effectiveness a criterion for how state resources are allocated to institutions, 4) supporting and funding programs to recruit more minority faculty, 5) funding innovative approaches that integrate multicultural perspectives into the curriculum, 6) and promoting faculty and student exchanges and partnerships between historically Black and predominately White institutions (p. 16). These recommendations served to address overall campus climate and improve the quality of learning, teaching and diversity.

In the fall of 1992, an evaluation team from the Ford Foundation assessed nineteen higher education institutions that had received funding for campus diversity through scholarship, teaching, and campus leadership. From those funded projects, a set of twelve principles surfaced which were found to be key to enhancing diversity. The dozen principles included: 1) engaging as a wide, diverse group in the planning, implementation, and evaluation of diversity projects, 2) tying the project to the mission of the institutions and reflecting it in as many areas as possible, 3) considering the history, purpose and historical moment of the specific institution as the project is designed, 4) being clear about the goals of the project and the audience one is trying to reach, 5) taking time to develop a well-conceived remedy for the problems the project is trying to address, 6) setting goals that are achievable within the desired timeframe, 7) integrating both a short-term and long-term vision, 8) instituting strong assessments at the outset and clearly designating who is responsible for what, 9) developing a strategy for institutionalizing the goals of the project to ensure continuity of accomplishments, 10) using the project to help define the logical next steps for the institution, 11) communicating regularly with a varied public internally and externally so all are aware of the purpose and achievements of the project, and 12) remembering that addressing diversity issues are important work not only for the academy but for the nation as a whole (Musil et. al., 1995).

Sedlacek (1995) recommended eight institutional strategies to enhance racial climate. They include: 1) conducting formal appraisals of the campus climate for diversity before beginning diversity activities, 2) using models, theories, and

literature on diversity to plan programs, 3) concentrating on results of initiatives rather than intentions, 4) being realistic about what goals can be accomplished, 5) aligning diversity program goals with overall institutional goals, 6) being prepared to deal with difficult issues, such as racism, before campus climate for diversity improves, 7) hiring or training personnel qualified to handle diversity issues, and 8) recognizing that institutions have multiple criteria for defining success.

O'Donnell and Green-Merritt (1997) have argued that institutions can provide six remedies to improve the academic culture at predominately White institutions included: 1) offering a collaborative on ethnic studies programs leading to a major or minor in teacher education programs, 2) analyzing library holdings and increasing line items in the budget for multicultural audiovisual materials, 3) creating web pages to attract potential employees of color for leadership positions, 4) providing leadership development training for employees of color, 5) ensuring persons of color are adequately represented on all governing entities, and 6) subsidizing and providing supervision of cross-cultural experiences in residence hall settings.

Obiakor and Harris-Obiakor (1997) studied retention strategies for students of color at predominately White community colleges and cited four critical phases necessary for retention and academic achievement of racially and ethnically diverse students: acceptance, acclimatization, responsibility, and productivity. In the acceptance phase, the community college needs to convince students at the onset that they care and are supportive of their academic pursuits. In addition, they need to provide the available resources to maximize students potential. In the acclimatization phase, a positive and nurturing racial climate is built and clear retention policies are stated. To encourage responsibility among students of color, program directors (who are ethnically, racially, or culturally diverse) organize leadership programs that address the structure of the college, its relationship with the community, profiles of effective leaders, parliamentary procedures for conducting effective meetings, and various management skills and techniques. In the final phase, productivity, networking should be encouraged to help eliminate stereotyping that hinder acceptance in the mainstream. These four phases, they argue, are necessary for retention of students of color.

According to Parker (1998), there are ten factors that most often affect retention of students of color. They included: 1) positive faculty-student relations, 2) positive relationships between the college and community organizations, the school district, community leaders, and the campus community, 3) recognizing the importance of community support, such as contributions as taxpayers, 4) leadership within the college, 5) retention services organized as a unit, 6) special courses and support services for new and returning students, 7) orientations targeted for students of color, 8) identification of "at risk" students before they encounter serious academic problems, 9) a campus climate that supports the ability for all students to learn, and 10) overcoming the barriers of institutional racism that unfortunately continue to plague American higher education.

Hurtado and her colleagues (1999) compiled several principles necessary for outlining strategies to improve the racial climate on predominately White campuses. They included: 1) affirming the goal of achieving a campus climate that supports racial and cultural diversity as an institutional priority, 2) systematically assessing the institutional climate for diversity in terms of historical legacy, structural diversity, psychological climate, and behavioral elements to understand the dimensions of the problem, 3) developing a plan for implementing constructive change that includes specific goals, timetables, and pragmatic activities that are guided by research, experiences at peer institutions, and results from the systematic assessments of the campus climate for diversity, 4) an implemented, detailed and ongoing evaluation of programmatic activities aimed at improving the campus climate for diversity, 5) creating a conscious effort to rid the campus of its exclusionary past, and adopting proactive goals to achieve desegregation that includes increasing opportunity for previously excluded groups, 6) involving faculty in efforts to increase diversity that are consistent with their roles as educators and researchers, and 7) increasing sensitivity and training of staff who are likely to work with diverse student populations.

Successful efforts to improve the racial climate in any institution begins with a willingness to become a catalyst for positive institutional change and the belief that such a change will truly benefit the entire campus community. Strong leadership and commitment must be accompanied by adequate resources, collaboration, monitoring, and long-range planning (Hurtado, 1999).

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